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The influence of parenting styles on bullying behavior among students of secondary age in ikwerre local government area

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ABSTRACT

The purpose of the study was to investigate factors influencing bullying behavior among senior students of secondary school age in Ikwerre local government of Rivers State. Descriptive survey design was adopted for the study. Seven research questions and six hypotheses guided the conduct of the study. The population of this study consists of 2,368 secondary school students from Ikwerre Local Government Area of Rivers State. A sample of 300 secondary school students in SS 2 in the research area was selected for the study through stratified random sampling technique. The instruments for data collection in this study were a self-designed structured questionnaire titled "Bullying Risk Factor Questionnaire" (BRFQ). Face and content validities of the instrument were determined while test-retest using Pearson product moment correlation method was used to determine the reliability of the instrument. Mean and standard deviation were used to answer the research questions while AN OVA and independent t-test were used to test the hypotheses at 0.05 alpha levels. All data were subjected to analysis using statistical package for social science. The following results were obtained; watching violent movies is the highest contributor to bullying behaviour among students of secondary school age; bullying behaviour is higher among students of secondary school age that watch violent movies than those that do not watch violent movies; bullying behavior is higher among students from polygamous families than those from monogamous families; bullying behavior is higher among students bullied by siblings than students not bullied by siblings; bullying behavior is higher among students of secondary school age from uneducated parental background than those from educated parental background; bullying behavior is higher among students from authoritarian homes, followed by those from permissive homes, and lastly by those from authoritative homes; bullying behavior is higher among students of secondary school age who experience inter-parental violence than those who do not. Based on the findings, five recommendations were made among which are that; parents should also ensure that the home environment is devoid of aliform ofcumbrances and threats that can impede the good upbringing of children born into it; counseling units should be established in all public secondary schools in Nigeria to enable students seek counseling whenever the need arises; students identified with bullying behaviour should be referred to guidance counselors for professional assistance.

Keywords: behavior, bullying behavior, students, ikwerre, local government.

1. INTRODUCTION

Background to the Study

Safety is the state of absence of harm or danger in a process, environment or behavior of an individual. While education tries to bring about a change in behaviour through learning and molding of behavior of young learners, it is important to stress that certain behaviors create unsafe learning environment and have the potentials to impair learning (Cover, 2015). In his finding which correlates with finding from other researchers, Cover noted that students who feel threatened at school have a harder time academically and have a high probability of dropping out of school. Every child and youth has the right to be respected and safe. Bullying is a violation of this basic human right. Children and youth involved in bullying

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suffer both physical and psychological stress. Bullying and victimization problems begin early in life and for some last a lifetime. (Kandersteg Declaration, 2007).

The situation in some African countries is worrisome too. In Kenya, Okwemba (2018) reports that, of the 1,012 students who were interviewed in 17 public secondary schools in Nairobi last year, between 63 per cent and 82 per cent said they suffered one form or another of bullying. Majority of them (82 percent) said they had their belongings taken away by those in the same class or senior classes. Those in forms one and two who were boarder complained of being beaten and having their belongings taken away. Day scholars and those in form three and four, tended to suffer less this type of bullying, the study found. Other studies elsewhere have indicated that those whose belongings are taken rarely tell their parents. Instead they tell their parents or guardians that they cannot remember where they left the property. Students also complained of other bullying methods that were affecting their concentration and willingness to stay in school. Over 63 percent of the students reported to have been beaten up or hit; 64 per cent said they had been blackmailed or threatened; 71 percent reported to have been called bad or nasty names; 68 per cent had had tricks played on them; and 72 per cent said lies had been told about them. These incidences of bullying were high in boys and mixed schools (67 percent), with the students reporting three out of the four bullying frequencies compared to 60 per cent among girls. Boys were found to be more victims of bullying than girls.

But direct and indirect bullying was worse among students in national schools; the dream of every parent and child, than those in provincial schools.

Of those interviewed in national schools, 70 percent said they had experienced at least one form of direct bullying compared to 60 per cent in provincial schools.

He noted with dismay however a dangerous trend which worried the researchers, that victim of bullying later turned into bullies as well. Students who were bullied through threats and blackmails tended to use the same tactics to bully other students, the researchers said: "Bullying experiences led to bullying behaviour, meaning a higher incidence of being bullied increased the chances of victims turning into bullies."

In South Africa a few studies have been conducted, namely in 2002, 2008 and fairly recently again in 2012. The first South African National Youth Risk Behavioural Survey was conducted by the Department of Health in 2002. According to the results, 49.3% of secondary school pupils in the Free State had been bullied in the month preceding the survey. A survey of 207 learners indicated that 60.9% had been bullied at some point in their lives.

In 2008 over a million South African learners were subjected to some form of violence at school. It is unlikely that these statistics have declined over the past few years, as media reports on bullying have been escalating. A National Schools Violence Study (NSVS) was undertaken by the Centre for Justice and Crime Prevention (CJCP).It was the largest national survey conducted with regards to school violence to date and included 120 primary schools, 139 principals, 277 teachers and 6 787 learners. The findings of the NSVS were the following:

(a) 10.8% of participants had been threatened with violence in the past;
(b) 7.5% of participants had been the victim of assault;
(c) 3.19% of participants had been robbed;
(d). 1.4% of participants had been the victim of some sort of sexual violence;
(e) 12% of participants had been made to feel inferior.

In 2012 a study conducted by the University of South Africa established that out of a research sample of 3 371 learners, 1 158 (34.4%) had been victims of bullying. Emotional bullying is more prevalent, with 55.3% of learners falling victim to such bullying, 38.4% being physically victimized, 16.9% being tormented via social media and 2.8% being the victims of verbal bullying. This study also shows that 29.3% of bullying incidents take place at school after class and 32.2% of bullying incidents occur during class.(The Legislative framework regarding bullying in south African schools 2014).

A study in Ghana by Eyiah (2012) as reported by Kwasi(2016) showed that bullying was going on in Ghana. He also reported that bullying was at its worse form in the senior high schools in Ghana and that new students who enter the boarding house suffer unnecessary harassment and intimidation from their seniors. Hammond (2013) confirms the bullying in the senior high schools and says that fresh students or juniors are subjected to all forms of inhuman treatment. He says that it has even made some victims have hatred for school, become drop outs, have low self- esteem that could lead to timidity,

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nervousness and lack of assertiveness. From what has been gathered so far, it is most probable that many schools in Ghana are facing similar bullying problems as evidenced in schools where various studies were conducted.

In Nigeria earlier this month; June 2018, an appalling video made wave on social media of a girl from a public school in Nigeria who bullied another girl who resisted her intimidation, she forcefully humiliated the girl and beat her to death as other girls and boys watched but could not interfere until they sensed that the girl had passed out.

A similar headline rocked "the nations online magazine of August 13^{l} , 2016" "Bullying scandal Rocks Elite Lagos School as victims suffers dual fractures" The report bemoans the ugly bullying incidence that led to serious bruises and bone fracture of a 10 year old girl who became bullies favourite. This gives an insight into the scope of the problem at hand. Why should the lives of children who were sent to school healthy suddenly be quenched or threatened against the regulations of ILO-OSHA 155, (1974).

The reports of the united children's fund published in daily post of December 1, 2016 said that over 50% of Nigerian children suffered physical violence in schools. 35.5% of girls and 34.1% of boys suffer physical violence within the family and immediate environment. Egbochukwu (2007) also noted that in Nigeria, findings revealed that 78% of the children have been victims of bullying on at least one occasion and 71% have lashed out at others at least once. Adeosun et al (2015) reported in their work to investigate Bullying Victimization among Secondary School Students in Lagos, Nigeria that the mean age of participants was 15.9 (±1.3) years, and 58.9% were males. More than half (56.8%) of the sample had been victims of bullying in the past month. Males experienced significantly higher rates (63.4% vs. 47.4%) of bullying than females (p=0.002). Bullying Victimization was significantly associated with the presence of emotional problems (p=0.005), conduct problems (p<0.001), hyperactivity problems (p<0.001) and mental health problems. It is in the light of similar premise that Tocai (2014) stated that bullying is considered a form of physical and psychological violence, it is an intentional conduct meant to cause injury to some people including oneself.

Olweus (1993), a leading authority in the study of bullying posits that bullying is a repeated emotional, verbal, or physical attack against other persons or peers who are vulnerable because of size, limited strength, being outnumbered or other forms of imbalance of power. According to Olweus, bullying behaviours are those direct or indirect aggressive acts that have three qualities such as that bullying behaviour are intentional, that bullying is repeated overtime and thirdly that bullying occurs between two parties where power differentials exists.

Mahady, Wilton, Crag &Pepler (2000) viewed bullying as the assertion of power through aggression or intimidation. The Oxford Advanced Learners Dictionary sees bullying as the act of frightening or hurting a weaker person; to use power or strength to make somebody to do something (Oxford 9th ed. 2018).

Bullying takes forms of derogatory comments (verbal), physical assault (physical) and social exclusion (psychological or relational) where the key factor is existence of imbalance of power between the victim and the bully.

Research has shown that it is a serious problem that can affect a child's academic or school experience. UNICEF (2007a) report also noted that the rapid increase in the level of bullying has had negative consequences on student's education and on their quality of life, examples; decrease in school attendance, decrease in contact with peers, decrease in academic, achievement, increase in physical injury and increase depression etc. Bullying can affect everyone — those who are bullied, those who bully, and those who witness bullying. Bullying is linked to many negative outcomes including impacts on mental health, substance use, and suicide.

Kids who are bullied can experience negative physical, school, and mental health issues. The report by UNICEF shows that kids who are bullied are more likely to experience:

*Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. The worry according to the research is that these issues may persist into adulthood.

* Decreased academic achievement in standardized test scores and school participation. They are more likely to miss, skip, or drop out of school.

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A very small number of bullied children might retaliate through extremely violent measures.

* Kids who bully others can also engage in violent and other risky behaviors into adulthood.
* Abuse alcohol and other drugs in adolescence and as adults
* Get into fights, vandalize property, and drop out of school
* Engage in early sexual activity
* Have criminal convictions and traffic citations as adults

Interventions so far have shown that from the situational analysis of school violence in Nigerian schools, it is obvious that our Nigerian school system is littered with very growing evidence of physical violence. Despite the growing incidents, Federal Ministry of Education (2007), reports that its eradication or reduction remains an issue of great concern; largely because of the fact that reporting of incidents of violence in Nigerian schools is generally low. The reason for this is that students generally feel nothing will be done by school authorities if ever they report incidents of physical violence. School psychologists and counselors have over the years employed 'empathy training' as a means of curbing bullying among young people. This teaches students as young as five years old to understand the feelings of others and to treat people with kindness (Aluede, 2011). Developing and distributing a written anti-bullying policy to everyone in the school community and also consistently applying the policy have over the years been employed as in intervention strategy. Peterson (2005) in Aluede (2011) suggested mapping school's "hot spots" for bullying incidents so that supervision can be concentrated in designated areas; having students and parents sign contracts at the beginning of the school year acknowledging that they understand it is unacceptable to ridicule, taunt, or attempt to hurt other students; and teach respect and non- violence beginning in primary schools. Additionally, teaching bullies positive behaviour through modeling, coaching, prompting, praise, social skills, conflict management, anger management, character education, signing anti- teasing or anti- bullying pledges, has been adopted by schools and individuals to help reduce bullying incidents in schools. Aluede (2011) also noted the use of the popular "Bully Buster" program in most government owned schools. This is a psycho-educational intervention for reducing bullying developed by Newman, Home and Bartolomucci (2000). The goals of the intervention are: to increase teachers' knowledge and use of bullying intervention skills; to increase teachers' personal self- efficacy related to working with specific types of children; and to reduce the amount of bullying and victimization in the classroom. The Bully Buster program is generally implemented in the form of a staff development training workshop which is typically held over a course of three weeks for two hours per meeting. The contents of the programme include information pertaining to bullying and victimization, recommended intervention, prevention strategies, stress management techniques and classroom activities. The training programme is a composite of seven consecutive modules, each focusing on specific goals: (a). Increasing awareness of bullying; (b). Recognizing the bully; (c). recognizing the victim; (d). taking charge (interventions for bullying behaviours; (e). assisting victims (recommendations and interventions); (f). understanding the role of prevention (g). developing relaxation and coping skills.

In all interventions geared towards bullying reduction, those provided in the Federal Ministry of Education's (2007); The National Strategic Framework for Violence Free Basic Education in Nigeria seems exceptionally and particularly instructive. They are as follows: .

• Deliberate efforts at establishing/ strengthening counseling services in schools must be initiated with a view to protecting children from violence. Therefore, pre-service and in- service capacity of guidance counselors and school psychologists must be prioritized. In addition, issues on violence, especially physical violence (bullying) against children must be incorporated into guidance and counseling curriculum

• Violence free consciousness must be promoted among students, teachers and other members of the school communities including parents. Therefore, school counselors and psychologists should on a regular basis organize seminars on violence prevention and also cause publications to educate students and teachers on acceptable non- violent behaviours.

• School counselors and psychologists should as a matter of priority endeavour to ensure the promotion of life skills to prevent violence against students in schools.

But despite all these intervention strategies, research has shown an increase in the prevalence of bullying among school age children. The case is worse with the absence of validated documented statistics in Nigeria on bullying state; a vacuum which the researcher hopes to contribute to from the findings of this work.

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Consequently, research has shown that "Children learn from what their primary care givers do. They are attuned and very observant about what goes on in a household "said Nerissa Bauer; lead author of a study on "violence in the home leads to higher rates of childhood bullying" and a former University of Washington pediatrician. She noted that parents are very powerful role models and children will mimic the behavior of parents, wanting to behave like them. It is possible that a child whose parents engage in violence may assume that is normal to engage in bullying and violence. This is in agreement with the findings of a research carried out in Peru to investigate the influence of witnessing inter-parental violence and bullying victimization in involvement in fighting among adolescents suggests that there are greater odds of adolescents being involved in violence and bullying if they have witnessed inter- parental violence or bullying, Sharma et al (2016). Among all adolescents, 35.8% had been involved in fighting in the last 12 months, 32.9% had been victim of verbal bullying and 37.9% had been the victim of physical bullying. Additionally, 39.2% and 27.8% of adolescents witnessed violence against their mother and father, respectively, at least once in their lives which perhaps predisposed them to fighting and other negative behaviours. Bullying, a process in which one person repeatedly uses his superior strength or influence to mistreat, attack or force another person to do something is one of the main problems of school environment (UNICEF 2007b).

If schools are critical for individual development, being the first place in which children undertake formal learning process that provides them with basic knowledge and this enables them to discover and deepen the skill they needs for successful adulthood, them it is important that factors like bullying and violence which may cause anxiety disorder Chaux (2012) will be address and put to rest. It is already known that the quality of adolescent relationship with their family is significant for the entire experience, emotional comfort and safety of the child.

This study therefore aims at finding out the factors influencing bullying behavior among secondary school students in Ikwerre Local Government Area of Rivers state of Nigeria and establishing the prevalence and types of bullying predominant in this cultural group.

Statement of Problem

There is a rapid increase in the rate and number of bullying and violence cases in the country and in the world at large which is constantly having negative impacts on the child's academic performance, emotional development and personality development. Up to now, very few are known about the magnitude phenomenology and predictors of bullying behavior in collectivistic cultures. In individualistic cultures, bullying is a serious problem. According to some findings, 40% of all students were bullied at least once a time in their school career. Admittedly, the estimations of the extent of bullying behavior vary in different studies. However, it is doubtless, that bullying behavior is particularly frequent in middle schools, i.e. in adolescence. At the same time this stage is crucial for the development of the identity and a positive self-concept. All the more alarming are these virulent rates in middle schools. Thus, effective interventions are badly needed.

The increased prevalence of symptoms of psychological damage on adolescents with low socio-economic background which researchers explained to have resulted from exposure of lads to the bullying phenomenon at various stages in life. This may suggest that parental variable of low socioeconomic status may have negative impact on behavior development and perpetration on young people. There is also suggestion of parental background contribution in development of bullying behavior and violence perpetration among children from diverse socio-cultural background. Nigeria is not an exemption in the trend. There are only few studies, which investigated the factors that influence or are determinants of bullying and victim tendencies.

Therefore, it remains unclear, which of the factors named by researchers' plays the most important role, not only in prediction of bullying behavior, but also in distinguishing bullies from victims in Nigeria. The increasing forms of bullying and violence behaviour in Nigerian schools are becoming worrisome by the day because of the negative impact of bullying and violence on academic achievement of students.

It is even more astonishing when the reaction and support of parents towards their children who are bullies is gathering momentum. The researcher wishes to establish the factors that have significant influence on the development of such negative behaviours as bullying. The researcher therefore considers that it is important to investigate the factors influencing bullying behaviours among children in this

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cultural setting. The researcher's reviews of existing research in this area also shows that no empirical study of this construct has been carried out in Ikwerre Local Government Area of Rivers State hence creating vacuums as to the current state of the influencing factors in Ikwerre Local Government Area of Rivers State, at the same time hopes to contribute to knowledge in bullying state in Nigerian schools, in order to develop effective intervention programmes.

Purpose of the Study

The purpose of the study was to investigate factors influencing bullying behavior among senior students of secondary school age in Ikwerre local government of Rivers State. Specially, the study sought to achieve the following objective:

1. Determine the extent parenting styles influence bullying behavior among students of secondary school age in Ikwerre Local Government Area.

Research Questions

The following research question guided the conduct of the study;

1. To what extent do parenting styles influence bullying behaviour among students of secondary school age in Ikwerre Local Government Area?

Research Hypotheses

The following hypotheses were formulated to guide the study:

1. Parenting styles do not significantly influence bullying behavior among students of secondary school age.

Significance of Study

The impact of bullying on adolescent behavior is a major concern that schools and counselors will have to deal with if learning will be devoid of psychological hazels capable of hindering effective learning. Investigating the factors influencing bullying behaviours in this culture will help to provide teachers, counselors, psychologists and educational authorities with relevant information intervention strategies for reducing bullying and school violence among our young people. School psychologists and counselors as well as key players in the education sector will be provided with information on further action plans to embark upon to be able to provide a safe learning environment for our young learners. Students and victims of bullying will benefit from the findings and recommendations of this study as the implementation of the findings will help to provide safe learning environment for this young learners. Since there is evidence that negative academic performance is associated with bullying, it is expected that recommendations will be geared towards providing suggestions for capacity building workshop for parents and teachers as well as curriculum planners on risk factors influencing bullying and violence in our schools and possible intervention strategies which will in turn improve academic performance of bullying culprits and victims.

Delimitation of the Study

The focus of the study was on the factors influencing bullying behavior among students of secondary school age in Ikwerre Local Government Area. Independent variables studied were watching violent movies, parenting style, sibling's bullying, family type and parental education and witnessing inter-parental violence, while bullying behavior constituted the dependent variable of the study.

Operational Definition of Terms

The following terms used on the study are conceived by the researcher as explained below:

Bullying: Unwanted aggressive behaviours observed or perceived power unbalanced; repetition of behaviour or high like hood of repetition, ft is a repeated negative action by someone or a group on another person or group over a long period of time.

Violence: Any incident, in which a student is abused, threatened or assaulted or made to feel uncomfortable at school or at home.

Behavior: Any range of actions or mannerisms made by a person or group of person in conjunction with themselves or their environment, it can also be any response by an individual or group to an action environment, persons or stimulus.

Influence: The effect that somebody has on the way a person thinks or behaves or on the way that something works or develops. It is the power that somebody has to make somebody behave in a particular way.

Family Risk Factors: The effect a family exerts on a person's behaviour.

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Socioeconomic Risk Factors: The effect a family's occupation, income, education exert on a person's behaviour.

Environmental Risk Factors: The effect watching violent TV programmes exerts on a person's behaviour.

2. LITERATURE REVIEW

To provide an insight into the problems that led to this study, the researcher reviews the related literature and discussions under the following headings and draws important deductions and gaps existing in the reviews. These includes: Conceptual Review, Bullying Behaviour and Statistics, Risk factors in bullying behavior, Socioeconomic factors in bullying behavior, family risk factors in Bullying Violence Behaviour, personality risk factors and bullying, behavioural risk factors and bullying, environmental risk factors and bullying, Theoretical Framework (family deficit model), Empirical Reviews, Summary of Reviews.

Conceptual Framework

Socio-economic Risk Factors

It is imperative to say that most researchers have many variables that they include as parental background factors but a common ground among these researchers has included socio economic status, parent education level, parent level of income and parent occupation as major parental background factors. Ogbugo & Ololube (2018) included parental socio-economic status, parent's educational status, parent level of income and family size as parental background factors. He also noted that considerable literature has focus on the effect of parental background on certain outcomes but mentioned that parent and family environment in general have important impact on behaviour and decision taken by adolescents.

Tocai (2014) in Chipea (2001) noted in line with personality development theories that individual personality is formed by submitting individuals to a social progressive learning process, within which necessary knowledge, skills and habits are derived for implementing statuses from society? Tocai (2014), Vanessa et al (2015), Murphy (1992), Perry et al (2001) and many other research have shown that there is significant contributions of the parental background to bullying and violence perpetration behaviors among children from different cultural background but by what mechanism does this contributions from cultural background influence the bullying behaviors and violence among adolescents (11 years to 18 years) in various secondary schools, and what factors or mechanism or family ideologies in different parental background foster the development of these behaviors.

Ololube (2016) cited Hawkins et al as opining that poverty is associated with risky health behaviour which implies that parental level of income and other parameters that could measure poverty could be said to impact on positive or negative behaviour. Researchers at the Joseph Rowentree foundation has mentioned that bad parenting has been blamed by policy-makers and commentators for children and young people's troublesome behaviour. They also pointed poverty, single parenting and race as contributors to behavioural problems (Utting, 2007). Wolke, (2011) in his study to investigate family factors, bullying victimization and wellbeing found out' that household income, material deprivation and parental education levels were not associated with sibling bullying, however, youths living in a family with low income poverty (household income less than 60% median income) were more likely to be involved in sibling bullying, particularly as bully victims. Socioeconomic status (SES) is an aggregate concept comprising resource-based (i.e., material and social resources) and prestige-based (individual's rank or status) indicators of socioeconomic position, which can be measured across societal levels (individual, household, and neighborhood) and at different periods in time. Tippeti & Wolke (2014) cited many other researchers saying that SES can be assessed through individual measures, such as education, income, or occupation, but also through composite measures that combine or assign weights to different socioeconomic aspects to provide an overall index of socioeconomic level. There is no standard measure of SES; indicators are used to measure specific aspects of socioeconomic stratification. Currently, the literature suggests some link between low SES and victims or bully-victims at school. Specifically, being a victim has been reported to be associated with poor parental education, low parental occupation, economic disadvantage, and poverty. In addition, several studies found that bully-victims are also more likely to come from low socioeconomic backgrounds (Jansen et al. 2011) including low maternal education and maternal unemployment. However, others found little or no association between SES and victims or bully-victims (Garner & Hinton, 2010.). The type of bullying may matter in relation to SES.

De-Serf (2002) defined parental background as parental characteristics including family income, family type, family size and parents educational level. In a similar finding Aramide (2017) found out that not all parental background factors affect behaviour or performance. He mentioned that only family income and father's occupation affect reading habits of secondary school students positively and that when parental background factors are taken together does not significantly jointly affect reading habits of students.

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Family Risk Factors and Bullying

Sometimes a person's family will influence their bullying behavior. Family issues that contribute to bullying according to researchers at "verywellfamily.org" will comprise.

Witnessing or experiencing abuse: Children from abusive homes are more likely to bully than other children because aggression, violence and manipulation are modeled for them. If you have a student that is angry a lot and lashing out at other students, do not automatically assume the worst. Dig a little deeper to find out what is going on at home; he may need more intervention than just disciplinary action for his bullying behaviors. Similarly Grusec & Dany Luik (2014) sees behaviour in children as part of modeling of parent's behaviour. They also see behaviour development as a way of behaving in accordance to information one has about what he thinks is appropriate parenting acquired through books, websites or informal and formal advice, yet another angle of determinant is in general attitude as well as specific beliefs, thoughts and feelings that are activated during parenting, thus one can conclude that there is possible influence of parental factors on children's behavioural development including parenting attitude, cognition and resulting emotion(e.g. anger and happiness) since they influence parental behaviour and subsequently impact on children socio-emotional and cognitive development.

Parental variables could vary with research objectives and place. BBC news of Friday April 26, 2015 on "Negative parenting linked with kids being bullied" identified parental variables classified as negative and positive. Authoritative parenting, parent-child communication, parental involvement and support, supervision, warmth and affection were all classified as positive parental variable while abuse, maladaptive parenting and overprotection as negative variables.

Having permissive parents: when parents do not establish rules for their children or provide adequate supervision, their children often resort to bullying. What's more, permissive parents are less likely to institute consequences or attempt to stop the bullying. If you have a student that seems to have very little parental involvement or supervision, be on alert. The lack of relationship between the child and his parent can create all types of issues, including bullying behavior. A common way of looking at parental style is to organize parenting behaviors into four distinct parenting styles: authoritarian, permissive, laissez fare, and authoritative. These four parenting styles are based on two parental dimensions: parental warmth, which is related to parental affection toward and acceptance of the child, and parental control, which is related to the active role parents play in promoting respect for rules and social conventions Maccoby and Martin, (1983) in Mullins 2018. There has been extensive research on the implications parenting styles have on behavioral outcomes in children.

Authoritarian

The authoritarian parent combines low levels of warmth with high levels of control and employs a strict discipline style characterized by minimal negotiation with the child, high expectations, limited flexibility, frequent use of punishment, and one-way communication from parent to child. Authoritarian parenting has been associated with child outcomes such as hostility, delinquency, rebelliousness, and antisocial aggression (Baumrind, 1991) in Mullins (2018).

Permissive

The permissive parent exhibits high levels of warmth and low levels of control. He or she acts more like a friend than a parent, employing a lax discipline style with few rules, little to no expectations, and minimal guidance or direction. Parents with this style have a tendency to be very loving and nurturing, but also allow their children to solve problems without parental involvement (Baumrind, 1991). In a study of permissive parenting, lack of involvement, lack of follow through, and lack of confidence in parenting ability were important predictors of child behavior problems reported by both parents and teachers Mullins (2018). Because permissive parents tend to be non-demanding, it becomes much more difficult to control children's behaviors and outline boundaries in children's environments. Research has found links between the excessive parental indulgence often found in permissive parenting practices and children's decreased social competence and academic achievement. Permissive parenting has been linked to bossy, dependent, impulsive behavior in children, with low levels of self-control and achievement and a failure to learn persistence and emotional control (Baumrind, 1967).

Uninvolved / laissez fare.

The uninvolved parent combines low levels of warmth and low levels of control, and does not utilize any particular discipline style. He or she often displays little interest in being a parent. Communication is limited, nurturance is low, and the child, generally, has an excessive amount of freedom (Baumrind, 1991). Because the uninvolved parent is neither demanding, nor responsive, and because young children are highly dependent on parental structure and support, uninvolved parenting has been associated with behavioral problems and depression in children. Additionally, adolescents who are exposed to uninvolved parenting practices often perceive high levels of rejection and tend to exhibit more externalizing behaviors, aggressive behaviors, delinquent behaviors, hostility, and attention problems, Barow et al (2002).

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Authoritative

The authoritative parent displays both high levels of warmth and high levels of control. Parents in this category are reasonable and nurturing, set high expectations, explain disciplinary rules clearly, and engage in frequent communication with their children. Authoritative parenting has been associated with greater child competence, exceptional maturity, assertiveness, and self-control (Baumrind, (1991). Authoritarian parents who employ child-centered disciplinary practices, and who use verbal reasoning and explanations, tend to raise children who display high levels of moral reasoning, markers of moral conscience, and prosocial behaviors.

Research has shown that authoritative parenting may be the most effective style; however, it also tends to be the most demanding in terms of parental energy and time. It is possible that parents who are living under conditions of stress, such as poverty, may be less likely to display authoritative parenting behaviors, and more likely to employ less effective parenting practices. Research suggests parents of a higher socioeconomic status household, are more likely to employ democratic (Hoffman, 1963) and child-centered parenting practices, in contrast to the authoritarian and parent-centered style that characterizes lower socioeconomic status homes. This would lead to an increased likelihood of raising children who display internalizing and externalizing behavior problems, which, in turn, is likely to put the family under more stress.

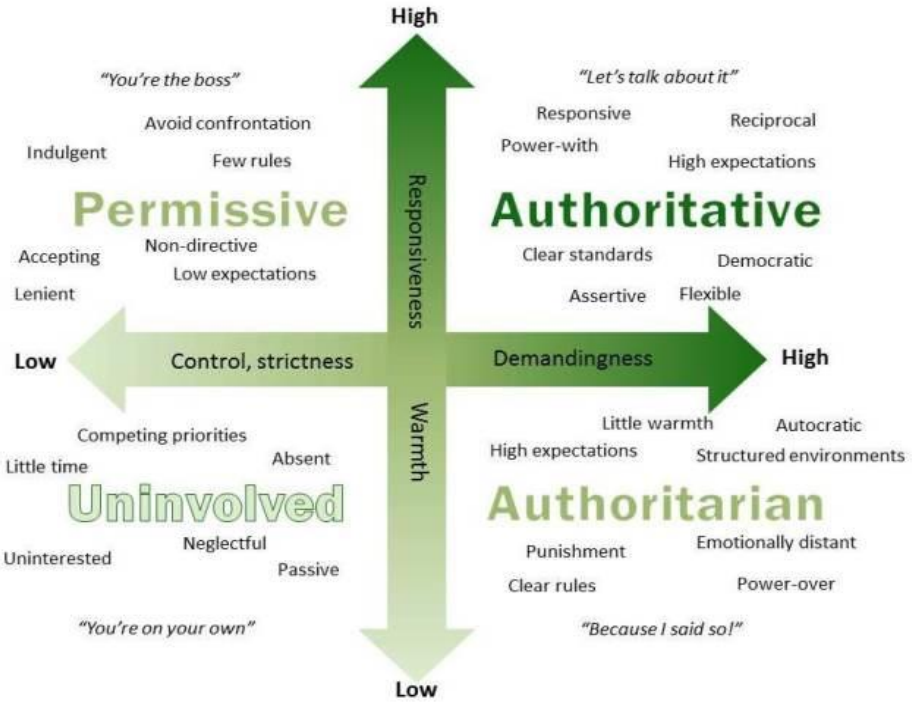


Image retrieved
from: https://sustamingcommunity.files.wordpress.coin/2015/02/parenting-style-v- 21.jpg. An organization of four parenting styles based on two parental dimensions: the level of parental control on the x-axis and the level of parental warmth on the y-axis

Seeing or experiencing bullying by siblings: When an older brother or sister puts a younger sibling in a head lock or twists an arm behind the back, this creates a sense of powerlessness. It also is sibling bullying. To regain that feeling of power, these kids then bully others sometimes even emulating the older sibling. Gordon (2018) reported that sibling bullying can lead to school bullying if allowed to get fixed and uncorrected.

3. THEORETICAL FRAMEWORK

Socio-Ecological Approach
Theory

The theory contends that children are part of a complex interrelated systems and that behaviour which include bullying behaviour and violence is a function of numerous interacting variables that has a reciprocal effect on one another. All the agents of socialization; teachers, parents, peers are seen as potentially impacting on the child's behavior and in turn receive impact from the child. This theory was first developed by

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Bronfenbrenner in 1994. His assertion holds that a child's behaviour is a function of multiple embedded systems including peers, family, school, community and cultural environment. This implies that the behaviour of a child does not develop in isolation. Bullying as a negative behaviour therefore must have developed in a child from multiple factors of which the researcher's interest is the parental factors enhancing the bullying and violence behaviours. Most preventive model in this theory especially the parent involvement model suggest that parental involvement in development of bullying behaviour is so strong and can also be used in curbing bullying perpetration among middle school children (Jared et al (2001).

Empirical Review

Parental styles and Family Involvement in Bullying

Empirical studies on this correlated are very few in Nigeria, however, there are also a few studies worthy of review in this work. Toscany Academy post of September 5th, 2012 on "Causes and Effect of Bullying in Nigerian• Schools" pointed cultural causes, institutional causes, social causes as well as parental or family issues as major contributing factors to bullying behaviour. The article noted that when parents bully each other as well as other children especially to gain some form of control or power they feel they lack e.g. a father who is hardly able to cater for his family may use bullying to control and keep them under his will, such kids the article opined will see bullying as a means of gaining control over someone. The article also mentioned personal history, power desires and provocation as factors that enhance bullying. Personality factors are also linked to history of parental rejection, parental bulling and academic failures as factors that can causes a transfer of aggression to other kids with better lives.

Preidt (2018) in Health Day News of Friday 26th April 2018 wrote in an article "Poor Parenting Styles linked to Bullying" that a new study shows that children of overprotective parents are more likely to be bullied. On the other hand children of abusive parents or neglected children also seem to make kids a target for bulling. Preidt noted that one of the effects of poor parenting was production of children who are bullies and who were bullied. Negative or harsh parenting was associated with a moderate increase in the risk of children being bully victims and a small increase in their risk of being victims of bullying. Warm but firm parenting was however said to reduce children's risk of being bullied. It is possible that children of over protective parents may not develop autonomy and assertion, and therefore may be easy targets for bullies (Wolke, 2018) which could also mean that children whose parents are overprotective may take advantage of the intervention of parents at every conflict situation to develop such bullying behavioural tendencies.

Researchers at the American psychological Association has also said that perceived parental disapproval of violence may serve as a protective factors against violent behaviour among adolescents whereas parental use of corporal punishment may pose risk of violent behaviour among youths. The study shows that children whose parents engage in corporal punishment as a disciplinary' method all the time were more likely to engage in fighting, bullying and victimization of others (Ohene.S., Ireland.M., McNeely.C & Borowsky .1. W., (2006)). This suggests that children's behaviour is often a reflection of their observations and imitations of parental behaviours.

Varial (2017) suggested among many factors that enhance development of bullying behavior; lack of parental control, poor role model and lack of warmth in parenting style as major factors. He noted Edward Dragan's mentioned that children who have the need to gain control over their peers often are acting out a need that is unfulfilled in the home. Parents who also bully their mates at home or in other settings in the presence of their children may be serving as role models for their children and therefore they are likely to imitate such violence behaviours. They may develop lack of empathy or unaware that violence is a taboo.

Findings from the works of Adegboyega, Okesina and Jacob (2017) suggest that there is a strong relationship between negative family relationship and bullying behaviour in children. Their findings corroborated the findings of Holt, KaufMan, Kantor and Finkelhor (2009) who found that parent relationship with students with bulling was negative. Jou (2010) had earlier noted that there was no significant relationship between family type and bullying behaviour in schools as opposed to the findings of these researchers. The works of some other researchers suggests that parents directly influence their children behaviour through parenting techniques utilized. It's possible that parental support is the largest influence on creating preferable behaviour in adolescents. Along with the direct influence from parents, the parents have indirect control over the community through which the adolescents lives in and socializes with peers. They therefore require strong bonds in their community. Through these bonds,

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adolescents are watched over and other families reciprocate the actions. They opine that failure to provide these conditions may result to up-rise in juvenile crime and violence (Carlson, 2014). Thus Carlon's work suggests parental involvement in development of these negative behaviours of which bullying is inclusive.

Certain personality characteristics and typical reactions pattern, combined with the level of physical strength or weakness in the case of boys, can help to explain the development of bullying problems in individuals. At the same time environmental influence such as teacher's attitude, behaviour and supervisory routines play a crucial role in determining the extent to which these problems will manifest themselves in classroom or a school? Also parents who model aggression as a way of meeting their needs or who use harsh or aggressive methods or discipline are significantly more likely to have children who engage in aggression or bullying. Therefore, lack of attention and warmth towards the child, modeling of aggressive behaviour at home and poor supervision of the child may be all associated with bullying behaviour (Omotoso, 2010).

Rigby (1994) reported the possible importance of parent-child relationship in bullying behaviours. In his opinion, he thinks that children who witness positive relationship with their parents are less likely to be involved in bullying behaviour. Similarly he also showed that children who are insecurely attached to their parents are more likely to bully their peers or children who perceive their families to be less cohesive and less caring for each other are also more likely to participate in school bullying (Bower, Smith &Binney, 1994 in Omotoso 2010). In agreement to these findings, Oleweus (1993) identified neglect, dominance, hostility and harsh punishment as determinant factors in families with bullying tendencies.

4. SUMMARY OF REVIEWS

It is clear from the literature review that bullying as a form of aggressive behaviour resulting from an imbalance of power between the bully and the victim. A child's behaviour is a function of multiple embedded systems including peers, family, schools, community and cultural environment meaning that behaviour of a child does not develop in isolation but must have developed in a child from multiple factors including parental background factors. There is also suggestion that if parents are actively involved in visible friendship and hospitality before their children, the child will grow to develop positive harmony and like-mindedness. Similarly, if the child's parents dislike his peers, teachers, and friends or openly criticize them, then the child may experience disequilibrium and conflicting emotions and may give him negative emotions which are risk factors to bullying and violence behaviour.

5. METHODOLOGY

This chapter will discuss the methodology that will be adopted in this work. The research design, the population of the study, the sampling technique and the sample will be discussed here. This chapter will also discuss the instrument for data collection, the validity of the instrument and the reliability of the instrument. To cap up the chapter, the method of data collection and the procedure for data analysis will be discussed.

Research Design

Descriptive survey design was adopted for this study. Wali (2002) explained that descriptive surveys are concerned with a description of the current status of events or facts about a given population. Data are analyzed vising mean, standard deviation and descriptive statistics. Descriptive survey was adopted for the study to ascertain the factors influencing bullying among these set of students.

The Population of Study

The study population comprise all SS2 students from the 13public secondary schools and 24 government approved private schools in Ikwere local government area of Rivers States(source: senior secondary school board, office of the director, planning, research and statistics and Rivers state ministry of education). 2,368 students make up this population.

Sampling Technique

The target population of SS2 is 2,368. Using a stratified random sampling technique, small sheets of paper containing the 13 public schools (36%) were separated from those of the 24 private schools (64%) in a box. The researcher calculated a representative size of 13% of the population of 2368

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students making about 300 students to be drawn. This will give a sample size of 198 from the private schools and 110 from the public schools. He now draws 20% of the private schools (5 schools) and 20% of the public schools (3 schools) using random selection procedure without replacement from the box, the researcher draws the 8 schools.

The Sample

The sample comprises 300 students drawn from 5 private schools and 3 public schools giving sample size of 40 students per school. Stratified random sampling technique was used to arrive at this sample.

Instrument for Data Collection

The instrument for data collection was a self-designed structured questionnaire titled: Bullying Risk Factor Questionnaire (BRFQ). This questionnaire consists of sections A and section B. Section A consists of 14 questions which focused on obtaining personal information and ascertaining the incidence of bullying in secondary schools in Ikwerre Local Government Area. Section B contains seven items on risk factors of bullying. This questionnaire is constructed on the basis of research questions. The instrument is made up of 21 items hinged on the research objectives, questions and hypotheses.

Validity of the Instrument

The instrument was given to 3 experts from the department of measurement and evaluation to scrutinize the questionnaire for content validity and their suggestions was used to improve on the final questionnaire. The face validity of the adapted instrument was determined through the assistance of two specialists of not lower than senior lectures in measurement& evaluation and educational psychology who ensured that the instrument covered the aims and objectives of this work.

Reliability of the Instrument

The reliability of the instrument was determined from the data collected from a pilot study of 30 students at one of the schools. Test-retest was applied. The data were subjected to a reliability test using statistical analysis to determine reliability- coefficient and consistency of the instruments in items of the questionnaire. Using Pearson Product Moment Correlation (PPMC), the reliability was determined at 0.70.

Method of Data Collection

The researcher personally administered 300 copies of the questionnaire with the help of a research assistant who was duly briefed on expectations and need for compliance. The respondents were duly educated on the purpose of the exercise and assured of the confidentiality of their responses. This was to allay their fears concerning the risk of participation in this process. The completed copies of the questionnaire were retrieved immediately and returned for coding and analysis

Method of Data Analysis

Mean and standard deviation were used to answer the research questions while independent t-test and one way ANOVA were used to test the hypotheses at 0.05 levels. All data were subjected to analysis using statistical package for social science.

Data Analysis and Discussion of Findings

This chapter deals with data analysis and discussion of findings. Mean and standard deviation were used to answer the research questions while independent t-test and one way ANOVA were used to test the hypotheses at 0.05 alpha levels. All data were subjected to analysis using statistical package for social science.

6. DATA ANALYSIS

Research Question 1

To what extent do parenting styles influence bullying behaviour among students of secondary school age in Ikwerre Local Government Area?

Table 4.1: Mean ($\bar{x}$) and standard deviation (SD) influence of parenting styles on bullying behaviour among students of secondary school age

Parenting styles	N	$\bar{x}$	Std

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Authoritative	107	16.52	1.41
Authoritarian	122	48.02	4.03
Permissive	71	36.75	3.13
Total	300	33.88	3.06

Table 4.1 shows that students of secondary school age from authoritative homes have mean value of 16.52, those from authoritarian homes have mean value of 48.02 and finally, those from permissive homes have mean value of 36.75. This shows that bullying behavior is higher among students from authoritarian homes, followed by those from permissive homes, and lastly by those from authoritative homes as indicated by their mean scores.

Hypotheses 1

Parenting styles do not significantly influence bullying behavior among students of secondary school age.

Table 4.2: Summary of ANOVA of the influence bullying behavior among students of secondary school age

	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	16.946	2	12.473	.047	.000	Rejected
Within Groups	11894.611	298	36.878			
Total	11911.557	300				

Table 4.2 shows that the sums of squares are 16.946 and 11894.611, with degrees of freedom of 2 and 298. The calculated F value of .047 is significant at .000 when subjected to probability level of 0.05. Therefore, the null hypothesis is rejected. By implication, parenting styles significantly influence bullying behavior among students of secondary school age.

7. DISCUSSION OF FINDINGS

Influence of parenting styles on bullying behavior among students of secondary school age

Analysis of data using mean and standard deviation showed that students of secondary school age from authoritative homes have mean value of 16.52, those from authoritarian homes have mean value of 48.02 and finally, those from permissive homes have mean value of 36.75. This shows that bullying behavior is higher among students from authoritarian homes, followed by those from permissive homes, and lastly by those from authoritative homes as indicated by their mean scores.

On the application of independent t-test, it was revealed that the sums of squares are 16.946 and 11894.611, with degrees of freedom of 2 and 298. The calculated F value of 0.047 is significant at .000 when subjected to probability level of 0.05. Therefore, the null hypothesis is rejected. By implication, parenting styles significantly influence bullying behavior among students of secondary school age. Authoritarian homes are characterized by punishment, fighting, and all sorts of violent acts. More so, poor parenting style affects both male and female, children born into such homes. Parents' bullying behavior is often observed by their children. Such anti-social behavior could be copied by their children. This may have contributed to this finding which supports Carlson (2014), Efobi and Nwokolo (2014) whose research findings was in support of authoritative parenting and disapproval of authoritarian parenting.

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8. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is presented under the following subheadings: Summary, conclusion, contributions to knowledge, recommendations, limitations of the study, and suggestions for further study.

Summary

The purpose of the study was to investigate factors influencing bullying behavior among senior students of'secondary school age in Ikwerre local government of Rivers State. Descriptive survey design was adopted for the study. Seven research questions and six hypotheses guided the conduct of the study. The population of this study consisted of 2,368 secondary school students Ikwerre Local Government Area of Rivers State. A sample of 300 secondary school students in SS 2 in the research area was selected for the study through stratified random sampling technique.

The instrument for data collection in this study was a self-designed structured questionnaire titled "Bullying Risk Factor Questionnaire" (BRFQ). Face and content validities of the instruments were determined while test-retest was used to determine the reliabilities of the instruments. Mean and standard deviation were used to answer the research questions. Independent t-test was used to test hypotheses one, three, four, five, and six while one-way analysis of variance was used to test hypothesis two at 0.05 alpha levels. All data were subjected to analysis using statistical package for social science.

The summary of the findings is stated as follows:

1. Watching violent movies, family type, siblings' bullying, parental education, parenting styles, and inter-parental violence influence bullying behavior among students of secondary school age.
2. There is significant difference in bullying behavior between students of secondary school age that watch violent movies and those that do not watch violent movies.
3. There is significant difference in bullying behavior between students of secondary school age from monogamous and polygamous families.
4. There is significant difference in bullying behavior between students of secondary school age who have experienced siblings' bullying and those that have not.
5. There is significant difference in bullying behavior between students of secondary school age from educated and uneducated parental background.
6. Parenting styles significantly influence bullying behavior among students of secondary school age.
7. There is significant difference in bullying behavior between students of secondary school age who experience inter-parental violence and those who do not.

Conclusion

Based on the findings of this study, it was concluded that; watching violent movies has the highest influence on students' bullying behavior; bullying behaviour is higher among students of secondary school age that watch violent movies than those that do not watch violent movies as indicated by their mean scores; bullying behavior is higher among students from polygamous families than those from monogamous families as indicated by their mean scores; bullying behavior is higher among students bullied by siblings than students not bullied by siblings as indicated by their mean scores; bullying behavior is higher among students of secondary school age from uneducated parental background than those from educated parental background as indicated by their mean scores; bullying behavior is higher among students from authoritarian homes, followed by those from permissive homes, and lastly by those from authoritative homes as indicated by their mean scores; bullying behavior is higher among students of secondary school age who experience inter-parental violence than those who do not as indicated by their mean scores.

Recommendations

Based on the findings and conclusion of this study, the following recommendations were made:

1. Secondary school teachers should ensure that students' bullying behavior is detected very early for immediate treatment.
2. Parents should employ better rearing and socializing practices that will help their children/wards in their day-to-day activities.
3. Parents should also ensure that the home environment is devoid of all form of cumbrances and threats that can impede the good upbringing of children born into it.
4. Counseling units should be established in all public secondary schools in Nigeria to enable students seek counseling whenever the need arises.
5. Students identified with bullying behaviour should be referred to guidance counsellors for professional assistance.
6. Empathy should be taught to students very early in life and if possible incorporated into our school curricular to enable cushion the effect of influence of mass media and violent entertainments

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Limitation of the Study

The findings of this study may not be generalized to all secondary school students in Rivers State due to the fact that it was conducted only in Ikwerre local government area. It does not eliminate the influence of other factors not studied in this work.

Suggestions for Further Study

Based on the limitations of this study, the following suggestions were made:

1. This same study can be replicated in the entire Rivers State, Nigeria.
2. This study can equally be replicated to study other factors not studied in this study.

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